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AUTHOR Richardson, Arthur G.; Thomas, Arundell A.
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ABSTRACT

This study investigated the characteristics of the effective teacher as perceived by a sample of 160 elementary and 60 high school pupils and 60 elementary and 30 high school teachers in a selected Caribbean territory. Results indicated agreement among students and teachers with respect to a number of teacher characteristics perceived as being very important for effective teaching: (1) the giving of examples by the teacher; (2) properly planned lessons by the teacher; (3) teacher's knowledge of subject matter; and (4) teacher's knowledge of student learning. Sex differences which emerged pointed to a male preference for teacher characteristics reflective of authority and dominance, while females regarded organizational and nurturance-related characteristics as being of greater importance. (Author)

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CHARACTERISTICS OF THE EFFECTIVE TEACHER AS PERCEIVED BY PUPILS AND TEACHERS: A CARIBBEAN CASE STUDY

by

Arthur G. Richardson

UNIVERSITY OF THE WEST INDIES
FACULTY OF EDUCATION
CAVE HILL CAMPUS
BRIDGETOWN
BARBADOS
WEST INDIES

and

Arundell A. Thomas

MINISTRY OF EDUCATION
ROSEAU
DOMINICA
WEST INDIES

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California
March 27 -31, 1989

Address Correspondence to

Arthur G. Richardson, Ph.D.
University of the West Indies
Faculty of Education
Cave Hill Campus
P.O. Box 64
Bridgetown
Barbados
West Indies

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Summary: This study investigated the characteristics of the effective teacher as perceived by a sample of 160 elementary and 60 high school pupils and 60 elementary and 30 high school teachers in a selected Caribbean territory. Results indicated agreement among students and teachers with respect to a number of teacher characteristics perceived as being very important for effective teaching - (i) the giving of examples by the teacher; (ii) properly planned lessons by the teacher. (iii) teacher's knowledge of subject matter; (iv) teacher's knowledge of student learning. Sex differences which emerged pointed to a male preference for teacher characteristics reflective of authority and dominance, while females regarded organizational and nurturance-related characteristics as being of greater importance.

The question of effectiveness has always been a complex one but more particularly so when related to teaching. Concerns regarding who are the best teachers - what is the best way to teach - what environmental conditions should obtain for effective teaching - have generated research in education for most of this century. Although such research has been voluminous, it has only been in recent years that some success has been achieved with respect to criteria to be used in the assessment of effective teaching (Bing & Cherry 1987). Haigh and Katterns (1984) for example regard effective teachers as those who:

> (a) are able to draw upon knowledge from a wide repertoire of teaching modes, as well as their associated skills, to plan and create learning environments that are appropriate for different kinds of learning outcomes.
>
> (b) are able to flexibly control a repertoire of strategies and tactical skills that, either as originally planned or as responsive moves, are suitably matched to intentions regarding pupil behavior and learning.
>
> (c) are sensitive to cues in the teaching-learning situation that signal the appropriateness of sustaining or modifying planned teaching goals and patterns of teaching behavior. (p. 24)

Evaluative criteria associated with specific models of teaching have also been utilized to determine effectiveness. Joyce and Weil (1972) catalogued some 16 such models which included information processing, therapeutic, and behavior modification models. Teaching models were also advanced by Nuthall and Snook (1973) and Easley (1977). Model builders perceive an effective teacher as one who enacts a preferred model adequately.

Although reference to the "teaching models" approach is recurrent in teacher education literature, Doyle (1985) was careful to point out some problems associated with this methodology. He noted that there was little direct evidence that the models were actually effective in classrooms and that such models for the most part, represented conflicting understandings of the teaching process and of the nature and purpose of schooling.

Other approaches to the study of teacher effectiveness have focussed largely on the relationship between teaching variables and outcomes - the process-product paradigm (Rosenshine 1971; Dunkin & Biddle 1974; Brophy 1986; Brophy & Good 1986; Winne & Marx 1982). Teaching variables commonly addressed include either (a) personal qualities of the teacher (e.g. attitudes, intelligence, preparation, academic achievement, personality dimensions) or (b) aspects of classroom performance measured by either high inference rating scales (e.g., clarity, enthusiasm, warmth) or low inference behavior categories (e.g., frequency of praise statements, number of questions). Outcomes have been measured either by subjective ratings from principals or supervisors or by objective tests of student achievement or attitudes.

Findings emerging from the process - product approach (Good 1983; Rosenshine 1983) suggest that effective teachers are:

(i) direct - They focus on academic goals, are careful and explicit in structuring activities and directing students in how to accomplish assigned work, promote high levels of student academic involvement and content coverage, furnish opportunities for controlled practice with feedback, hold student accountable for work and have expectations that they will be successful in helping students learn.

(ii) active - They explain concepts and procedures, promote meaning and purpose for academic work and monitor comprehension.

Researchers have also investigated the extent of agreement among student and teacher perceptions of effective teacher behavior (Beam & Horvat 1975); Campbell 1978; Cooper & Good 1982; Weinstein 1983). In addition, agreement among different types of students in their perceptions of teacher behavior has been examined (Morine- Dershimer 1982; Weinstein, Marshall, Brattesani & Middlestadt 1982). The types of teacher behaviors addressed in these studies include non-verbal behavior, evaluative feedback and instructional behaviors.

The bulk of research cited has been conducted in developed countries with school systems that are better organized in terms of resources than those within the Caribbean region. While such research is both relevant and instructive, there is still the need to examine the concept of the "effective teacher" as perceived by both students and teachers in the Caribbean. This study was designed to address this need. The main objectives are to:

(i) determine the characteristics of the effective teacher as perceived by a sample of elementary and high school students and teachers in the Commonwealth of Dominica;

(ii) inquire into differences in characteristics of the effective teacher as perceived by pupils and teachers in the sample.

(iii) inquire into differences in characteristics of the effective teacher as perceived by males and females (students and teachers) in the sample.

Method

Subjects

The sample comprised 220 pupils (160 elementary pupils with an average age of 11.4 yr. and 60 high school pupils with an average age of 14.5 yr.) and 90 teachers (60 elementary school teachers and 30 high school teachers) drawn randomly from the population of students and teachers in the Commonwealth of Dominica. (See Table 1 for breakdown of sample by status and sex.)

Table 1 near here

Instrument

A 36 item Likert-type scale was designed by the researchers to assess students' and teachers' perception of characteristics of effective teachers. Items on the instrument reflected relevant affective and pedagogical attributes of teachers derived from a review of literature on teacher effectiveness which include work of Gage (1984), Check (1986), Brophy and Good (1986) and Peterson, Kromery, Micceri and Smith (1987) among others. Subjects were asked to rate each item along a five-point scale ranging from 5 - Very Important to 1 - Not Important.

Procedure

The instrument was administered to the student sample during regular class periods. They were given the freedom to complete the items at their own pace but were requested not to discuss their responses with peers. Teachers were given the option to complete their questionnaire at a time convenient to them.

Results

Item means and standard deviations for the total sample and the sub-samples of students and teachers on the characteristics of the effective teacher scale are presented in Table 2. The rank order of the various mean scores is also indicated.

Table 2 near here

It is noted from Table 2 that the four preferred characteristics of the effective teacher as perceived by the total sample of students and teachers related to:

(a) the giving of examples by the teacher.
(b) properly planned lessons by the teacher.
(c) the teacher's knowledge of subject matter.
(d) the teacher's knowledge of student learning.

The subjects also rated characteristics such as the:

(a) sex of the teacher.
(b) grooming of the teacher.
(c) teacher's use of local dialect in teaching.
(d) teacher's sense of humor.

as being "least important" for effective teaching.

Similar trends also obtained from analysis of the ranked data for the various sub-samples (i.e. all pupils, all teachers, elementary school pupils, elementary school teachers, high school pupils, high school teachers).

The student's 't' statistic was applied to item means for the total sample of pupils and teachers as well as the sub-samples of elementary school and high school students and teachers to test for significant differences in their perceived characteristics of the effective teacher. Results which emerged from comparisons between students and teachers showed that teachers regarded behaviors highlighted in items 2, 4, 5, 6, 8, 9, 11, 13, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 30, 35, 36 as being of significantly greater importance ($p<.05$) for effective teaching than the students. Students on the other hand perceived characteristics reflected in items 7, 14, 32 as being of greater significance than the teachers ($p<.05$).

Comparisons mounted between elementary students and high school students showed that high school students perceived behaviors reflected items 2, 3, 4, 8, 11, 17, 18, 19, 21, 24, 26, 27, 30, 31, 33, 35, 36 as being of greater importance than their counterparts at the elementary school level ($p<.05$). Students at the elementary level perceived only one item (item 15) as being of greater importance when compared with students at the high school level.

The differences which emerged between elementary and high school teachers were all in favour of the elementary school teachers. These related to items 16, 17, 19, 20, and 23 ($p<.05$).

Means and standard deviations were also computed for sub-samples of males and female students and teachers. Results are displayed in Table 3.

Table 3 near here

The Students' 't' statistic was applied to the mean scores of the various sub-categories to test whether significant sex differences obtained. Results indicated the following outcomes. ($p<.05$)

(a) Elementary School Students

Significant differences in favour of female students on items 7, 8, and 35. Male students perceived item 26 as being of greater importance for effective teaching than the females.

(b) High School Students

Significant differences in favour of female students on items 17, 23 and 36. Male students perceived item 15 as being of greater importance for effective teaching than the females.

(c) Elementary School Teachers

The significant differences which emerged on items 3, 21, 33 and 35 were all in favour of male teachers.

(d) High School Teachers

The only area of difference between this grouping was on item 3. Males perceived this characteristic as being of greater importance for effective teaching when compared with their female counterparts.

Discussion

The overall results of this investigation suggest agreement among students and teachers with respect to characteristics associated with effective teaching. Such agreement is reflected in a fairly similar rank order of the four teacher behaviors perceived to be most important by the total sample and also by the various sub-samples of students and teachers. The behaviors as prioritized relate specifically to the methodology of teaching and are consistent with findings advanced by Samuels and Griffore (1980) and Check (1986). These researchers identified knowledge of subject matter and ability to teach as characteristics strongly related to effective teaching.

Characteristics perceived to be of least importance are also consistent with other research work in the field of teacher effectiveness. (Check 1986). The fact that local dialect fell within this category is not surprising in that it is commonly used as a means of communication within the Dominican context.

The differences which emerged when the various sub-categories of students and teachers were compared, tend to reflect variations in orientation and cognitive maturity among the particular groupings. The students, for example, displayed an orientation facilitative of self accomplishment. Their mean scores were significantly different from those of the teachers on specific teacher characteristics associated with improved student learning (e.g., the teacher should let the class know the objectives of the lesson; the teacher should give extra help to pupils). Teachers on the other hand scored significantly higher than the students on those characteristics associated with self presentation (e.g., grooming; clothing) the teaching act (e.g., knowledge of subject matter, use of teaching aids, etc.) and the affective domain (e.g., attitude to authority etc.)

Differences between elementary and high school students may also be explained in terms of differences in the cognitive maturity levels and experiential backgrounds of both groups. Whereas elementary students perceived the sex of the teacher as being significantly more important for effective teaching than their

high school counterparts, high school students because of greater exposure to teaching in terms of years at school and a more mature cognitive capacity (ability to critically evaluate), achieved significantly higher mean scores on a larger number of characteristics perceived as being of critical importance for effective teaching. (e.g., teachers sense of humour; teacher's level of organization and preparedness; teacher's attitude to authority etc.)

Comparisons mounted between elementary and high school teachers point to differences in favour of elementary teachers on personality oriented characteristics (e.g. patience, warmth, cheerfulness). Such results are not surprising especially when one considers the experiential background of elementary school teachers. Their work environment comprises pupils within the age range of 6-11 yr. whose needs are more effectively addressed by a humanistic approach to teaching (Richardson & Payne 1988).

The sex differences which emerged pointed to female students at the elementary level being more concerned than their male counterparts about the methodological characteristics of the teacher (e.g. the teacher must plan lessons well). Males, on the other hand attached a greater level of importance to discipline concerns (e.g. the teacher must respond immediately and firmly to pupils who disrupt the class).

A somewhat different pattern emerged at the high school level. While females displayed a marked preference for teacher characteristics reflective of the affective domain (e.g. the teacher must be pleasant and warm, the teacher's attitude to authority) males at this level perceived "the sex of the teacher as being of greater importance than their female counterparts.

The observed difference between male and female teachers at both elementary and high school level (all in favour of males) suggest a male preference for a specific teaching methodology (use of the chalkboard) and also a greater appreciation of "being just" as an effective teacher characteristic.

In general the sex differences observed through out the various categories point to the influence of socialization experiences/on perceptions of appropriate male/female behaviors. Males are expected to exercise preference for characteristics reflective of dominance and authority while females are expected to show appreciation of organization and nurturance-related behaviors.

Taken overall, the results of this study point to specific teacher behaviors/ characteristics, which if addressed would contribute in a significant way to improved teaching and student learning within the Commonwealth of Dominica.

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TABLE 1

Breakdown of Sample by Status and sex

STATUS	SEX		TOTAL
	Male	Female	
Students			
- Elementary	80	80	160
- High School	30	30	60
Teachers			
- Elementary	30	30	60
- High School	15	15	30
Overall Total	**155**	**155**	**310**

TABLE 2

Item Means Standard Deviations and Ranks for Total Sample and Sub-samples of Teachers and Students on Characteristics of the Effective Teacher Scale

ITEMS	TOTAL SAMPLE N = 310			PUPILS N = 220			TEACHERS N = 90			ELEMENTARY SCHOOL N = 160			N = 60			HIGH SCHOOL N = 60			N = 30		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
1. The giving of examples by the teacher when teaching a lesson.	4.82	.60	(1)	4.82	.64	(1)	4.84	.52	(3.5)	4.80	.66	(1)	4.82	.59	(3)	4.87	.57	(2)	4.90	.30	(4)
2. The teacher's sense of humour (ability to make students laugh).	2.73	1.45	(32)	2.37	1.41	(33)	3.62	1.16	(32)	2.19	1.43	(34)	3.72	1.14	(32)	2.85	1.23	(32)	3.43	1.19	(33)
3. The teacher's use of the chalkboard.	4.12	1.16	(20)	4.05	1.25	(18)	4.27	.87	(20)	3.94	1.31	(20)	4.25	.91	(25)	4.37	1.06	(15)	4.30	.79	(18)
4. The teacher's manner of dress.	3.54	1.58	(30)	3.24	1.67	(30)	4.27	1.04	(20)	3.05	1.73	(30)	4.42	1.03	(17)	3.75	1.41	(29)	3.97	.99	(25.5)
5. The teacher's grooming (make up hairstyle etc.).	2.64	1.59	(34)	2.26	1.55	(34)	3.55	1.29	(33)	2.27	1.60	(33)	3.57	1.41	(33)	2.25	1.41	(35)	3.53	1.04	(32)
6. The teacher's use of teaching aids (audio visual charts, tapes etc.).	4.13	1.19	(18)	3.92	1.26	(23)	4.65	.82	(8.5)	3.97	1.31	(18)	4.68	.93	(10)	3.78	1.14	(28)	4.60	.56	(8)
7. The teacher should let the class know the objectives of the lesson.	4.21	1.10	(14)	4.36	1.03	(11)	3.84	1.19	(30.5)	4.28	1.08	(10)	3.78	1.29	(31)	4.57	.85	(10)	3.97	.99	(25.5)

TABLE 2 (Continued)

Item Means Standard Deviations and Ranks for Total Sample and Sub-samples of Teachers and Students on Characteristics of the Effective Teacher Scale

ITEMS	TOTAL SAMPLE N = 310			PUPILS N = 220			TEACHERS N = 90			ELEMENTARY SCHOOL N = 160			N = 60			HIGH SCHOOL N = 60			N = 30		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
8. The teacher must plan lessons well.	4.71	.75	(2)	4.63	.83	(2)	4.91	.46	(1)	4.53	.94	(3)	4.90	.54	(1)	4.90	.30	(1)	4.93	.25	2.5)
9. The teacher must know his/her subject matter well.	4.66	.80	(3)	4.58	.85	(4)	4.84	.63	(3.5)	4.52	.89	(4)	4.78	.76	(5)	4.75	.68	(5)	4.97	.18	(1)
10. The teacher must always know that the pupils are learning what is being taught.	4.65	.77	(4)	4.62	.83	(3)	4.72	.60	(6)	4.56	.89	(2)	4.72	.67	(8.5)	4.77	.59	(4)	4.73	.45	(6)
11. The teacher must be organized and prepared.	4.52	.79	(7)	4.38	.85	(9.5)	4.88	.49	(2)	4.29	.91	(9)	4.85	.58	(2)	4.60	.64	(7.5)	4.93	.25	(2.5)
12. The teacher must prepare lessons for each day.	4.90	.81	(8)	4.46	.82	(5)	4.55	.79	(13)	4.43	.84	(5)	4.62	.80	(13.5)	4.55	.75	(11)	4.43	.77	(14)
13. The teacher must prepare good tests.	4.54	.85	(5)	4.45	.94	(7)	4.77	.54	(5)	4.40	1.02	(7)	4.72	.61	(8.5)	4.60	.64	(7.5)	4.87	.35	(5)
14. The teacher must give extra help to pupils when needed.	4.13	1.02	(19)	4.20	1.08	(14)	3.94	.84	(28)	4.19	1.13	(14)	4.00	.92	(28.5)	4.22	.96	(21.5)	3.83	.65	(28.5)
15. The sex of the teacher.	1.76	1.15	(36)	1.84	1.23	(36)	1.58	.91	(36)	2.00	1.33	(35)	1.67	.99	(36)	1.40	.76	(36)	1.40	.72	(36)

TABLE 2 (Continued)

Item Means Standard Deviations and Ranks for Total Sample and Sub-samples of Teachers and Students on Characteristics of the Effective Teacher Scale

ITEMS	TOTAL SAMPLE			PUPILS			TEACHERS			ELEMENTARY SCHOOL						HIGH SCHOOL					
	N = 310			N = 220			N = 90			N = 160			N = 60			N = 60			N = 30		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
16. The teacher must be punctual for classes.	4.53	.90	(6)	4.46	.98	(6)	4.70	.62	(7)	4.42	1.08	(6)	4.80	.60	(4)	4.57	.67	(10)	4.50	.63	(11)
17. The teacher's attitude to authority (principal and others).	4.18	1.18	(16)	3.98	1.29	(22)	4.65	.62	(8.5)	3.86	1.38	(22)	4.77	.53	(6)	4.32	.98	(18.5)	4.43	.73	(14)
18. The teacher must stimulate pupils' interest in the subject.	4.14	1.10	(17)	4.03	1.20	(20)	4.43	.73	(15)	3.90	1.30	(21)	4.48	.77	(16)	4.37	.80	(15)	4.33	.66	(16.5)
19. The teacher must exercise patience	4.09	1.22	(22.5)	3.89	1.33	(24)	4.57	.65	(12)	3.73	1.39	(24.5)	4.68	.65	(10)	4.32	1.03	(18.5)	4.33	.61	(16.5)
20. The teacher must be cheerful.	3.79	1.27	(27)	3.64	1.38	(27)	4.17	.82	(25.5)	3.57	1.46	(27)	4.33	.70	(21)	3.80	1.15	(27)	3.83	.95	(28.5)
21. The teacher must be just in dealing with pupils.	4.20	1.21	(15)	3.99	1.32	(21)	4.72	.64	(5)	3.73	1.39	(24.5)	4.73	.71	(7)	4.68	.75	(6)	4.70	.47	(7)
22. The teachers use of local dialect in teaching a lesson.	2.69	1.33	(33)	2.72	1.37	(32)	2.61	1.23	(35)	2.81	1.44	(31)	2.62	1.35	(34)	2.48	1.14	(34)	2.60	.97	(35)
23. The teacher must be pleasant and warm.	3.63	1.32	(29)	3.41	1.44	(29)	4.17	.75	(25.5)	3.41	1.49	(28)	4.28	.72	(23.5)	3.43	1.31	(31)	3.93	.78	(27)

TABLE 2 (Continued)

Item Means Standard Deviations and Ranks for Total Sample and Sub-samples of Teachers and Students on Characteristics of the Effective Teacher Scale

ITEMS	TOTAL SAMPLE			PUPILS			TEACHERS			ELEMENTARY SCHOOL						HIGH SCHOOL					
	N = 310			N = 220			N = 90			N = 160			N = 60			N = 60			N = 30		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
24. The teacher should not have class favourites.	3.23	1.61	(31)	2.83	1.62	(31)	4.20	1.09	(24)	2.54	1.56	(32)	4.20	1.12	(27)	3.62	1.52	(30)	4.20	1.06	(19)
25. The teacher must be enthusiastic in teaching.	4.23	1.14	(13)	4.06	1.26	(17)	4.64	.61	(10)	4.04	1.33	(16)	4.68	.65	(10)	4.17	1.08	(23)	4.57	.50	(9.5)
26. The teacher must respond immediately and firmly to pupils who disrupt the class.	3.91	1.25	(26)	3.76	1.36	(26)	4.27	.86	(20)	3.59	1.46	(26)	4.32	.85	(22)	4.22	.88	(21.5)	4.17	.87	(20)
27. The teacher must be a good speaker.	4.09	1.11	(21)	4.09	1.18	(16)	4.10	.95	(27)	3.97	1.27	(19)	4.12	.99	(26)	4.43	.77	(13)	4.07	.87	(22.5)
28. The teacher must show leadership qualities.	4.28	.97	(12)	4.27	.95	(13)	4.30	.99	(18)	4.24	1.03	(12.5)	4.43	.98	(18.5)	4.37	.71	(15)	4.03	.99	(24)
29. The teacher must have wide interests.	3.98	1.14	(24)	4.04	1.19	(19)	3.84	1.00	(30.5)	3.99	1.28	(17)	3.98	1.03	(30)	4.15	.94	(24)	3.57	.89	(31)
30. The teacher's ability to adapt (to work in any classroom situation).	3.95	1.14	(25)	3.85	1.22	(25)	4.21	.87	(23)	3.74	1.29	(23)	4.28	.74	(23.5)	4.13	.96	(25)	4.07	1.08	(22.5)
31. The teacher must be an honest person.	4.46	.98	(9)	4.40	1.05	(8)	4.60	.75	(11)	4.24	1.17	(12.5)	4.62	.85	(13.5)	4.83	.42	(3)	4.57	.50	(9.5)

TABLE 2

Item Means Standard Deviations and Ranks for Total Sample and Sub-samples of Teachers and Students on Characteristics of the Effective Teacher Scale

ITEMS	TOTAL SAMPLE			PUPILS			TEACHERS			ELEMENTARY SCHOOL						HIGH SCHOOL					
	N = 310			N = 220			N = 90			N = 160			N = 60			N = 60			N = 30		
	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
32. The teacher must have confidence in the pupil.	4.09	1.08	(22.5)	4.17	1.10	(15)	3.89	1.01	(29)	4.12	1.20	(15)	4.00	.97	(28.5)	4.28	.78	(20)	3.67	1.06	(30)
33. The teacher must be ready to show understanding of pupils' concerns.	4.34	.93	(11)	4.34	.99	(12)	4.33	.76	(17)	4.26	1.09	(11)	4.43	.72	(18.5)	4.57	.56	(10)	4.13	.82	(21)
34. The teacher must show interest in the pupil.	4.41	.94	(10)	4.38	1.02	(9.5)	4.50	.69	(14)	4.37	1.07	(8)	4.53	.75	(15)	4.40	.87	(14)	4.43	.57	(14)
35. The method in which the teacher presents the lesson (lecture, discussion, etc.).	3.76	1.42	(28)	3.50	1.48	(28)	4.40	1.00	(16)	3.28	1.53	(29)	4.37	1.07	(20)	4.10	1.16	(26)	4.47	.86	(12)
36. The teacher's use of harsh language in the classroom (swearing etc.).	2.33	1.61	(35)	2.21	1.59	(35)	2.62	1.59	(34)	1.99	1.53	(36)	2.43	1.58	(35)	2.82	1.64	(33)	3.00	1.59	(34)

TABLE 3

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
1. The giving of examples by the teacher when teaching a lesson.	4.87	.54	4.72	.76	4.97	.18	4.77	.77	4.87	.35	4.77	.77	5.00	.00	4.80	.41
2. The teacher's sense of humour (ability to make students laugh).	2.14	1.36	2.24	1.50	2.73	1.14	2.96	1.32	3.70	1.02	3.73	1.26	3.73	.96	3.13	1.36
3. The teacher's use of the chalkboard.	3.87	1.34	4.00	1.27	4.43	.99	4.30	1.20	4.50	.82	4.00	.95	4.67	.49	3.93	.88
4. The teacher's manner of dress.	2.91	1.68	3.19	1.77	3.80	1.35	3.70	1.49	4.30	1.02	4.53	1.04	4.07	1.16	3.87	.83
5. The teacher's grooming (make up, hairstyle, etc.).	2.37	1.69	2.16	1.51	2.10	1.27	2.40	1.54	3.43	1.57	3.70	1.24	3.60	.99	3.47	1.12
6. The teacher's use of teaching aids (audio visual charts, etc.).	3.84	1.39	4.11	1.21	3.70	1.11	3.87	1.17	4.63	.85	4.73	1.01	4.53	.64	4.67	.49

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 15)		Males (N = 15)		Females (N = 15)	
7. The teacher should let the class know the objectives of the lesson at the beginning of the lesson.	4.06	1.26	4.50	.81	4.63	.85	4.50	.86	3.77	1.07	3.80	1.49	4.00	1.13	3.93	.88
8. The teacher must plan lessons well.	4.32	1.99	4.74	.49	4.90	.30	4.90	.30	4.97	.18	4.83	.75	4.87	.35	5.00	.00
9. The teacher must know his/her subject matter.	4.54	.98	4.50	.81	4.67	.84	4.83	.46	4.73	.78	4.83	.75	4.93	.26	5.00	.00
10. The teacher must always know that the pupils are learning what is being taught.	4.49	.95	4.64	.83	4.73	.69	4.80	.48	4.77	.50	4.67	.80	4.80	.41	4.67	.49
11. The teacher must be organized and prepared.	4.27	.93	4.31	.89	4.60	.62	4.60	.67	4.90	.30	4.80	.76	4.93	.26	4.93	.26

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N - 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
12. The teacher must prepare lessons for each day.	4.37	.82	4.49	.87	4.57	.82	4.53	.68	4.60	.81	4.63	.80	4.40	.74	4.47	.83
13. The teacher must prepare good tests.	4.40	.99	4.40	1.06	4.73	.58	4.47	.68	4.73	.69	4.70	.53	4.87	.35	4.87	.35
14. The teacher must give extra help to pupils when needed.	4.27	1.03	4.11	1.22	4.00	.91	4.43	.97	3.97	.76	4.03	1.06	3.67	.72	4.00	.53
15. The sex of the teacher.	2.07	1.39	1.92	1.27	1.60	.89	1.20	.55	1.67	.88	1.67	1.09	1.20	.41	1.60	.91
16. The teacher must be punctual for classes.	4.36	1.07	4.47	1.09	4.60	.67	4.53	.68	4.83	.38	4.77	.77	4.40	.74	4.60	.51
17. The teacher's attitude to authority (principal and others).	3.80	1.36	3.91	1.39	4.00	1.14	4.63	.67	4.83	.38	4.70	.65	4.53	.64	4.33	.82

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
18. The teacher must stimulate pupils-interest in the subject.	3.94	1.25	3.86	1.37	4.23	.86	4.50	.73	4.53	.73	4.43	.81	4.20	.77	4.67	.52
19. The teacher must exercise patience.	3.80	1.39	3.66	1.41	4.33	1.12	4.30	.95	4.80	.40	4.57	.82	4.27	.59	4.40	.63
20. The teacher must be cheerful.	3.50	1.44	3.65	1.48	3.63	1.21	3.97	1.07	4.33	.60	4.33	.80	3.93	.70	3.73	1.16
21. The teacher must be just in dealing with pupils.	3.60	1.37	3.86	1.40	4.87	.35	4.50	.97	4.93	.25	4.53	.94	4.60	.51	4.80	.41
22. The teacher's use of local dialect in teaching a lesson.	2.92	1.47	2.70	1.40	2.63	1.07	2.33	1.21	2.83	1.34	2.40	1.35	2.67	1.05	2.53	.91
23. The teacher must be pleasant and warm.	3.55	1.53	3.26	1.46	3.07	1.28	3.80	1.24	4.43	.63	4.13	.77	3.80	.86	4.07	.70

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
24. The teacher should not have class favourites.	2.49	1.47	2.59	1.66	3.20	1.47	4.03	1.47	4.13	1.25	4.27	.98	3.93	1.22	4.47	.83
25. The teacher must be enthusiastic in teaching.	4.07	1.25	3.96	1.40	4.13	.86	4.20	1.27	4.80	.41	4.57	.82	4.67	.49	4.47	.52
26. The teacher must respond immediately and firmly to pupils who disrupt the class.	3.84	1.33	3.35	1.55	4.33	.76	4.10	.99	4.50	.63	4.13	1.01	4.13	.74	4.20	1.01
27. The teacher must be a good speaker.	3.96	1.25	3.97	1.31	4.43	.81	4.43	.72	4.20	.80	4.03	1.16	4.27	.59	3.87	1.06
28. The teacher must show leadership qualities.	4.15	1.07	4.32	.99	4.23	.73	4.50	.68	4.63	.55	4.23	1.25	4.07	1.03	4.00	1.00
29. The teacher must have wide interests.	4.01	1.18	3.97	1.37	4.37	.66	3.93	1.11	3.97	.99	4.00	1.08	3.80	.86	3.33	.99

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
30. The teacher's ability to adapt (to work in any classroom situation.	3.69	1.35	3.80	1.25	3.97	.89	4.30	1.02	4.30	.65	4.27	.83	4.07	1.10	4.07	1.10
31. The teacher must be an honest person.	4.14	1.18	4.34	1.16	4.87	.43	4.80	.40	4.67	.71	4.57	.97	4.67	.49	4.47	.52
32. The teacher must have confidence in the pupil.	4.17	1.11	4.07	1.29	4.13	.86	4.43	.68	4.10	.96	3.90	.99	3.93	.96	3.40	1.12
33. The teacher must be ready to show understanding of pupils concerns.	4.22	1.17	4.30	1.02	4.47	.63	4.67	.48	4.70	.53	4.17	.79	4.20	.86	4.07	.79
34. The teacher must show interest in the pupil.	4.39	.95	4.35	1.19	4.43	.77	4.37	.96	4.60	.67	4.47	.82	4.27	.59	4.60	.51

TABLE 3 (Continued)

Item Means and Standard Deviations for Male and Female Sub-samples of Students and Teachers on Characteristics of The Effective Teacher scale

ITEMS	STUDENTS								TEACHERS							
	ELEMENTARY SCHOOL (N = 160)				HIGH SCHOOL (N = 60)				ELEMENTARY SCHOOL (N = 60)				HIGH SCHOOL (N = 30)			
	Males (N = 80)		Females (N = 80)		Males (N = 30)		Females (N = 30)		Males (N = 30)		Females (N = 30)		Males (N = 15)		Females (N = 15)	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
35. The method in which the teacher presents the lesson (lecture, discussion, etc.).	3.02	1.53	3.54	1.50	3.83	1.37	4.37	.85	4.70	.79	4.03	1.22	4.40	1.12	4.53	.52
36. The teacher's use of harsh language in the classroom (swearing etc.).	2.10	1.54	1.87	1.51	2.23	1.48	3.40	1.61	2.40	1.61	2.47	1.57	2.67	1.54	3.33	1.63